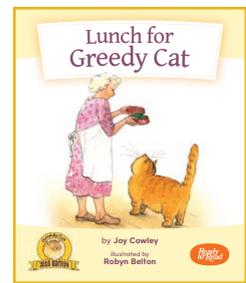


# Lunch for Greedy Cat

by Joy Cowley  
illustrated by Robyn Belton

This text is levelled at Yellow 3.



## Overview

Students will be familiar with Greedy Cat from the shared book *Greedy Cat* and the guided texts at Magenta and Red (see below). Greedy Cat's adventures continue in this story when the family goes away on holiday and Auntie attempts to put him on a diet. Not surprisingly, Greedy Cat has very different ideas and manages to thwart Auntie's plans.

*Lunch for Greedy Cat* supports the development of a self-extending reading processing system, requiring students to "search for and use interrelated sources of information" and use a "range of word-solving strategies and comprehension strategies to make or confirm meaning" (*The Literacy Learning Progressions*, page 10).

## Text characteristics

The students are working towards the standard for after one year at school. Many of the characteristics of Green texts are also in texts at earlier levels but in simpler forms. These characteristics, as they relate to this text, are shown in the boxes with a solid outline. Other boxes show additional characteristics.

There is an audio version of the text as an MP3 file at [readytoread.tki.org.nz](http://readytoread.tki.org.nz)

## Related texts

Note that there is a story about Greedy Cat at each colour wheel level from Magenta to Blue: *The New Cat* (Magenta); *Greedy Cat Is Hungry* (Red 2); *Greedy Cat's Door* (Blue 3).

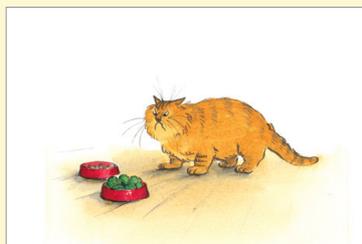
- Other texts about cats: "Bedtime Cat", "Robber Cat" (poem cards); "Catsways" a poem in *Splish Splash* (shared); *Purr-fect!* (Yellow 3)
- Humorous texts featuring tricky characters: *Greedy Cat, I'm the King of the Mountain, Number One* (shared); *Purr-fect!* (Yellow 3)
- Texts about lunch: *Monster's Lunch, Haere Atu!* (shared)

The familiar character and the familiar context of looking after a pet

Most content explicitly stated but also some implicit content that provides opportunities for students to make predictions and inferences (for example, how Greedy Cat will feel about his diet and if Auntie will be successful)

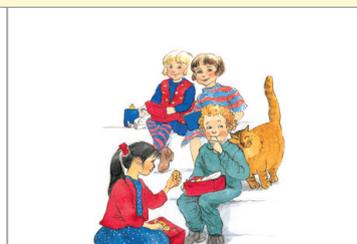
Illustrations that support and extend the meaning but may not exactly match the words, for example, not all of the events are shown in the illustrations

Visual language features including emphasis lines around Greedy Cat's head on page 4 and a speech bubble on page 5



The next day,  
Auntie gave Greedy Cat his lunch.  
Cat biscuits and broccoli again!  
Off went Greedy Cat.  
He went back down the road  
and into the school.

6



Day after day,  
Auntie gave him cat biscuits  
and broccoli.  
Day after day,  
Greedy Cat went to school,  
and the children gave him lunch.

7

Dialogue between easily identified speakers

A range of punctuation to support phrasing, intonation, and meaning

Sentences that run over several lines

Indicators of time ("The next day", "Day after day", "When")

To support word recognition, many high-frequency words ("after", "and", "are", "day", "down", "he", "Here", "into", "looked", "not", "Off", "said", "some", "That", "went", "with", "you"), several of which are repeated often

Interest words ("broccoli", "cat biscuits", "children", "cuddly", "family", "holiday", "lunch", "Meow", "road", "school") and regular and irregular verbs ("came", "cried", "eat", "gave", "hugged", "wants") that are likely to be in the reader's oral vocabulary and are strongly supported by the context, the sentence structure, and/or the illustrations

Words beginning with a variety of blends and digraphs ("broccoli", "children", "cried", "Greedy", "school", "still") and several words ending in "y" as an "ee" sound ("Auntie", "cuddly", "family", "Greedy", "hungry") that provide opportunities for students to build and apply their knowledge of letters and sounds

Reading standard: After one year at school

The Literacy Learning Progressions

## Suggested reading purpose

(What can the students expect to find out or think about as a result of reading this text?)

We are reading this story to find out what happened when Aunty came to look after Greedy Cat.

## Possible learning goals

(What opportunities does this text provide for students to learn more about how to “read, respond to, and think critically” about texts?)

The behaviours listed below link to *The Literacy Learning Progressions*. **Select from and adapt** them to set your specific learning goal. Be guided by your students’ particular needs and experiences – their culture, language, and identity. (*Reading and Writing Standards for years 1–8*, Knowledge of the learner, page 6).

This text provides opportunities for students to:

- make connections between their own experiences and the information in the story in order to make predictions and inferences
- make meaning by drawing on more than one source of information, for example, using sentence structure and context to supplement information gained from partial decoding attempts
- identify (summarise) the main events
- notice some errors in their reading and take action to self-correct, for example, by rereading from the beginning of the sentence.

## Introducing the story

Use your knowledge of your students to ensure that the introduction to the text activates their prior knowledge and provides appropriate support for a successful first reading. This story uses vocabulary and language structures (for example, “after”, “back”, “came”, “day”, “did”, “down the road”, “home”, “hungry”, “into the school”, “Katie”, “lunch”, “Meow”, “Off”, “road”, “some”, “That”, “too fat”, “wants”, “with”, “you”) that the students will have met before through previous reading and writing. If possible, have some broccoli and cat biscuits to show to students who may not be familiar with them.

- Provide support for English language learners by teaching them some key vocabulary before reading. Select two or three illustrations. Encourage the students to discuss the illustrations in their first language, drawing on what they already know about Greedy Cat. Provide English words for some key words and phrases (for example, “Aunty”, “broccoli”, “cat biscuits”, “children”, “hungry”, “Katie”, “looked after”, “lunch”, “Meow”, “school”, “too fat”) orally and on cards. Support the students to match the

word cards with the illustrations. They could also listen to the audio version before attempting to read the story themselves.

- Tell the students you have another book about Greedy Cat for them to read. Before introducing the book, have the students recall what they know about Greedy Cat and what the characters from the earlier stories (Katie, Mum, Dad) think of him.
- Together, look at the cover. If the students are familiar with the shared book *Monster’s Lunch*, they should be able to read the title without help. Read the names of the author and the illustrator.
- Use the cover illustration to introduce Aunty. Expect the students to notice the two bowls of food and to infer that this is Greedy Cat’s lunch. Feed in the words “broccoli” and “cat biscuits”. Encourage the students to infer: *I wonder why Aunty is feeding Greedy Cat? Where is the family?*
- Enjoy the students’ response to the title page illustration. *How does Greedy Cat feel about having broccoli for lunch?* Encourage the students to predict why Aunty is giving Greedy Cat food he clearly doesn’t like.
- Share the reading purpose.
- Browse the book and discuss the illustrations, clarifying the shifts between the home and the school settings. Expect the students to infer from the page 2 illustration that the family is going away and that is why Aunty is feeding Greedy Cat.
- Rephrase the students responses to elicit (or feed in) new language structures and vocabulary that may need support, for example:
  - on page 4, to support the phrase “Off went”, you could say: What did Greedy Cat do? Where did he go off to?
  - on page 7, to elicit the phrase “Day after day”, you could say: Is this the same day?
- Remind the students of the purpose for reading.

## Monitoring the reading

- Observe closely as the students read the story quietly to themselves. Note their ability to use print information (in particular, the initial consonant blends and digraphs and punctuation) and their phrasing as they read sentences that run over several lines. Look for any instances of self-monitoring, cross-checking, and self-correction. Provide support for individual students as necessary.

- On page 3, watch for their reaction as they read why Auntie is giving Greedy Cat “broccoli” and “cat biscuits”.
- If necessary, reassure the students about the sentence structure on page 4 (“Off went Greedy Cat”).
- If students are making errors without noticing, wait till the end of the sentence or page before intervening, unless they have stopped reading. Waiting gives them the opportunity to notice and fix it themselves. Some teacher prompts that can be used if the students are not self-monitoring include: *Are you sure? Think about what would make sense.; Try that again.; Read the sentence again.; Look at the beginning of the word.; Were you right?; Think about what would sound right and look right.* Other examples are shown in the table:

Text	Student reads	Teacher prompt
Katie went on holiday with her mum and dad.	Katie went on holiday <b>where</b> her mum and dad.	Prompt the student to think about the meaning and the structure: <i>Does that make sense? Read that again and think about what would make sense and sound right.</i>
Auntie looked after Greedy Cat. “Cat! You are too fat!” said Auntie. “Here is your lunch.”	The student reads the words slowly in a monotone.	Encourage the student to think about meaning: <i>What did Auntie say to Greedy Cat? Look at the speech marks and exclamation marks. Make it sound like she really means what she’s saying!</i>
“Greedy Cat is hungry. He wants some lunch.”	“Greedy Cat is hungry. He wants some <b>food.</b> ”	Prompt the student to check the visual information: <i>That makes sense and sounds right, but this word (point to “lunch”) doesn’t look right. Check it and try again.</i>

- Remember to base your prompts on what you know about the students’ prior knowledge. For example, asking English language learners if a word sounds right may not be useful if they are not familiar enough with English phonemes and vocabulary to know the answer. In this case, an explanation and further examples would be more effective.
- Reinforce attempts to problem-solve, whether a student is successful or not, for example, *I noticed you went back and reread the sentence and changed “shouted” to “cried”. That was good checking.*

- For further suggestions about ways to support students to self-monitor (to cross-check, confirm, and self-correct), see *Effective Literacy Practice in Years 1 to 4*, page 130.
- As students finish reading, they can quietly reread the story until everyone is finished.

## Discussing the text after the first reading

- Remind the students of the reading purpose and ask them to tell you what happened in the story. Have the students find the words and phrases that tell them when things happened (“The next day”, “Day after day”, “When the family came home”). Use a sequence chart to record the events.

What happened in the story?		
Beginning	Middle	End
Where are the characters? What are they doing?	What is the problem for Greedy Cat? How does he try to fix it?	Where are the characters? What are they doing?
Katie’s family went on holiday. Auntie looked after Greedy Cat.	...	...

- Support them to summarise the main ideas: *What was Auntie trying to do? Did her plan work? Why not?*
- Have the students reread the story, stopping to discuss points of interest. Use prompts and questions to support comprehension. For example, *When did you notice there was going to be a problem? What is Greedy Cat thinking on page 3? How do you know? You could draw attention to such aspects as:*
  - the irregular verb “gave” (not “give” or “gived”);
  - the possible meanings of “Meow” on pages 3 and 4;
  - the poetic structure of some phrases (“Off went Greedy Cat” instead of “Greedy Cat went off”; “Day after day”);
  - the “speech bubble” on page 5.
- Prompt the students to think critically. *Who do you agree with? Auntie or Katie? I wonder what Mum and Dad think?* Encourage the students to justify their opinions, using evidence from this story and from what they already know about the characters.

- Discuss possible solutions to the problem. *If Auntie wanted to keep Greedy Cat on a diet, how could she make it work?* You could record their ideas to use later in their writing. Expect them to say things like: keep him in the house, don't leave food on the bench, give him diet food that he likes (yummier cat biscuits and cat meat).

## After reading: practice and reinforcement

After-reading tasks should arise from your monitoring of the students' needs during the lesson and should provide purposeful practice and reinforcement. Where possible, make links to other reading texts, including texts generated from language experience and shared writing, and to the wider literacy programme (oral language, writing, handwriting, alphabet and word games and activities) and other curriculum areas.

**Select from and adapt** these suggestions, according to the needs of your students.

- Ask the students to reread the story to a partner. Listen in, providing feedback to individual students and making notes about aspects that may need further attention. You could also do a quick running record with a student to provide more information on something you have noticed.
- The students can build their comprehension and fluency by rereading the story while listening to the audio version. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.
- Provide many opportunities for the students to enjoy reading this story and other humorous stories and poems with similar characters and themes (see Related texts).
- Ask the students to retell the story to a buddy. They could refer to the narrative sequence chart. Have them follow up by writing and drawing about three events (one each from the beginning, the middle, and the end of the story). Pages 14–18 of *Supporting English Language Learning in Primary School: A Guide for Teachers of Years 1 and 2* provides some useful guidance on supporting English language learners with recounting. You can download a copy at ESOL Online, Supporting English Language Learning in Primary School (SELLIPS).

- Discuss the speech bubble on page 5. Ask the students to draw themselves feeding Greedy Cat at school and add their own speech bubble.
- Have the students think beyond the story:
  - by creating a diet plan for Greedy Cat. They could each write an idea (for example, about types of food, portion sizes, or exercise) and draw a “before and after” picture of Greedy Cat showing him getting thinner.
  - by role-playing parts of the story that are not stated explicitly, for example, Katie telling Greedy Cat that Auntie will be looking after him while she is away; what Auntie might say to Greedy Cat about the broccoli and the cat biscuits on pages 3 or 6; or other things the school children might say to Greedy Cat.
- The students could write and illustrate a list of foods Greedy Cat likes to eat for lunch (using ideas from other stories about him as well as *Lunch for Greedy Cat*). Alternatively, the students could write and draw about what they see in their own lunch boxes (something they really like, something they think is healthy, and something they really don't like).
- Explore words that end with “y” as an “ee” sound. Write the words “Greedy Cat”, “Auntie”, and “family” and discuss the end sound. Have the students find other examples on pages 5 and 8 (“hungry”, “cuddly”) and read the sentences. You could use these examples to lead into a focus on adjectives: *These words are telling us what Greedy Cat is like.* Encourage the students to think of other adjectives with the “ee” sound to describe Greedy Cat at other times in the story (for example, “lonely” on page 2, “angry” on page 3, “sneaky” on page 5). Have the students choose one or two to use in sentences about Greedy Cat, for example, Greedy Cat is \_\_\_\_\_ because \_\_\_\_\_.
- Make cards, using words from *Lunch for Greedy Cat* and other familiar texts, that the students can sort by their common characteristics, for example, shared initial consonant blends or digraphs (“crab”, “crawl”, “cried”; “she”, “shed”, “shouted”, “shook”) or belonging to the same word family (“cry”, “cried”, “cries”, “crying”; “hug”, “hugged”, “hugs”, “hugging”).